



## Westcliffe Elementary

105 Eastbourne Road  
Greenville, S.C. 29611

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	306 Students	
<b>Principal</b>	Carolyn H. Morgan	864-355-0300
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Average	At-Risk
2006	Average	Average
2005	Good	At-Risk
2004	Good	Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

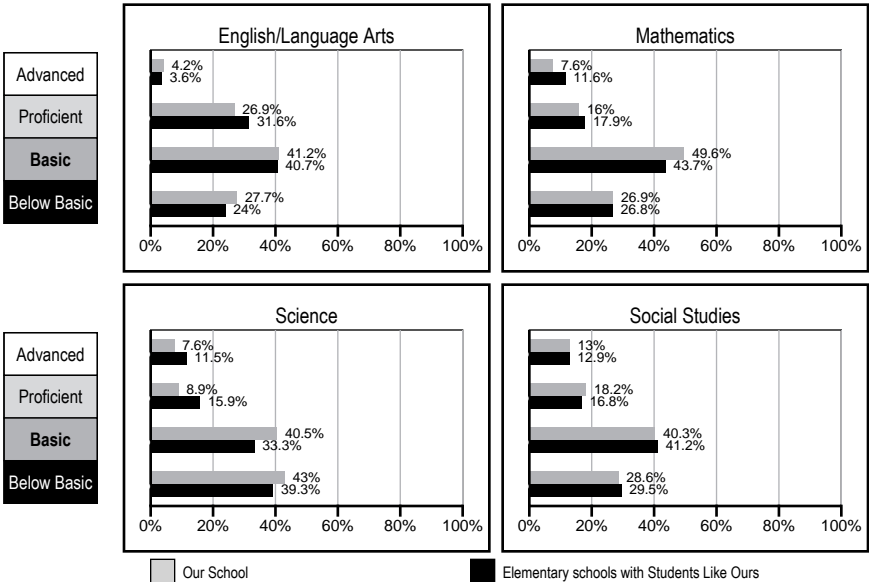
98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	33	57	2

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=306)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 87.5%	100.0%	100.0%
Retention rate	3.9%	Down from 6.9%	2.8%	2.3%
Attendance rate	96.6%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	5.9%	Up from 5.3%	6.6%	10.4%
With disabilities other than speech	17.1%	Up from 14.2%	8.7%	7.5%
Older than usual for grade	2.5%	Up from 0.9%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	56.5%	Up from 52.2%	53.8%	56.7%
Continuing contract teachers	91.3%	Up from 73.9%	76.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.3%	Down from 86.7%	86.1%	86.4%
Teacher attendance rate	97.2%	Up from 96.2%	94.6%	94.9%
Average teacher salary	\$47,120	Up 6.6%	\$44,504	\$45,345
Professional development days/teacher	6.8 days	Down from 7.0 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	14.7 to 1	Down from 17.2 to 1	18.2 to 1	18.5 to 1
Prime instructional time	92.7%	Up from 90.3%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	85.9%	Up from 82.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,538	Up 10.7%	\$7,358	\$7,052
Percent of expenditures for instruction*	66.7%	Down from 67.1%	69.1%	69.1%
Percent of expenditures for teacher salaries*	61.2%	Down from 63.1%	63.7%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Westcliffe Elementary is a deregulated, accredited school, which serves students from four year old kindergarten through fifth grade. We work very hard each day to provide the foundation our students need to be lifelong learners and successful students. Teachers tutor students before school in Reading and Math. Our Hispanic parents came on Tuesdays and Thursdays each week to learn English. Westcliffe also hosted a Reading and a Math Night. Teachers used these nights to present games and materials to help families learn more strategies for their children with reading and math skills at home. Westcliffe had a part-time reading specialist this year, who worked with students in the primary grades on their reading skills. She also worked with teachers in providing strategies for them to help students in the classroom as well. We were recognized as "A Closing the Gap School" again this year and also had the good fortune of getting SmartBoards in every classroom to enhance technology for our students and staff. "Westcliffe Wildcats Are Wild About Learning" is our motto. The great staff of Westcliffe Elementary is dedicated to giving our children the very best each and every day. We know with this dedication from ourselves, our parents, and the students, we will continue to succeed and strive for excellence each day for the children of Westcliffe Elementary.

Carolyn Morgan, Principal  
Mr. Arney Posey, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	39	40
Percent satisfied with learning environment	91.7%	94.9%	97.4%
Percent satisfied with social and physical environment	100.0%	100.0%	94.9%
Percent satisfied with school-home relations	95.8%	87.2%	89.7%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	128	100	27.7	41.2	26.9	4.2	44.5	52.4	48.2	Yes	Yes
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**Gender**

Male	65	100	31.7	45	18.3	5	38.3	46.1	41.7	N/A	N/A
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Female	63	100	23.7	37.3	35.6	3.4	50.8	59.1	55	N/A	N/A
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**Racial/Ethnic Group**

White	59	100	25.5	43.6	27.3	3.6	45.5	62.3	60	Yes	Yes
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African American	28	100	29.6	29.6	37	3.7	51.9	31.7	31.7	I/S	I/S
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
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Hispanic	39	100	27.8	47.2	19.4	5.6	38.9	36.7	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
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**Disability Status**

Disabled	27	100	57.7	34.6	7.7	0	23.1	20.3	16	I/S	I/S
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	37	100	26.5	50	17.6	5.9	38.2	36.1	36.9	I/S	I/S
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**Socio-Economic Status**

Subsided meals	88	100	29.6	43.2	22.2	4.9	40.7	34.3	34	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	128	100	26.9	49.6	16	7.6	40.3	49.5	45.8	Yes	Yes
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**Gender**

Male	65	100	30	38.3	23.3	8.3	43.3	49.9	45.6	N/A	N/A
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Female	63	100	23.7	61	8.5	6.8	37.3	49	45.9	N/A	N/A
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**Racial/Ethnic Group**

White	59	100	23.6	52.7	10.9	12.7	43.6	59.4	59	Yes	Yes
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African American	28	100	33.3	40.7	25.9	0	37	27.2	26.9	I/S	I/S
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
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Hispanic	39	100	25	52.8	16.7	5.6	38.9	37.4	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
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**Disability Status**

Disabled	27	100	42.3	42.3	15.4	0	19.2	20.1	17.1	I/S	I/S
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	37	100	26.5	50	17.6	5.9	38.2	38.4	38.7	I/S	I/S
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**Socio-Economic Status**

Subsided meals	88	100	32.1	48.1	16	3.7	34.6	32.2	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	85	100	43	40.5	8.9	7.6	16.5	39.3	35.7	96.6	96.5
Gender											
Male	44	100	45	40	10	5	15	41.6	37.4	96.3	96.4
Female	41	100	41	41	7.7	10.3	17.9	36.9	33.8	96.9	96.6
Racial/Ethnic Group											
White	40	100	40.5	35.1	8.1	16.2	24.3	49.7	49.2	96.4	96.4
African American	19	100	33.3	61.1	5.6	0	5.6	18.2	17	96.4	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	95.1	97.7
Hispanic	25	100	52.2	34.8	13	0	13	23.7	24.9	97.3	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	98.8	95.3
Disability Status											
Disabled	20	100	63.2	26.3	10.5	0	10.5	16.3	14	95.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	23	100	52.4	38.1	9.5	0	9.5	22.6	24.4	97.3	97.2
Socio-Economic Status											
Subsidized meals	56	100	42.3	46.2	7.7	3.8	11.5	21.3	21.1	96.6	95.8

Social Studies

All Students	84	100	28.6	40.3	18.2	13	31.2	38.1	34	96.6	96.5
Gender											
Male	43	100	30.8	30.8	20.5	17.9	38.5	41	36.6	96.3	96.4
Female	41	100	26.3	50	15.8	7.9	23.7	35	31.3	96.9	96.6
Racial/Ethnic Group											
White	36	100	18.2	39.4	21.2	21.2	42.4	46.1	44.5	96.4	96.4
African American	19	100	27.8	50	22.2	0	22.2	20.5	19.1	96.4	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	95.1	97.7
Hispanic	27	100	40	36	12	12	24	27.7	27.5	97.3	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	98.8	95.3
Disability Status											
Disabled	16	100	26.7	46.7	13.3	13.3	26.7	17.1	14.4	95.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	26	100	41.7	37.5	12.5	8.3	20.8	27.6	27.3	97.3	97.2
Socio-Economic Status											
Subsidized meals	59	100	35.8	43.4	17	3.8	20.8	22.8	21	96.6	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	42	100	5.4	37.8	51.4	5.4	56.8
	4	38	97.4	27.3	42.4	24.2	6.1	30.3
	5	45	100	16.3	46.5	37.2	0	37.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	45	100	26.8	34.1	26.8	12.2	39
	4	41	100	27	35.1	37.8	0	37.8
	5	42	100	29.3	53.7	17.1	0	17.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	42	100	18.9	59.5	21.6	0	21.6
	4	38	100	23.5	50	17.6	8.8	26.5
	5	45	100	9.3	65.1	23.3	2.3	25.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	45	100	36.6	41.5	9.8	12.2	22
	4	41	100	18.9	48.6	29.7	2.7	32.4
	5	42	100	24.4	58.5	9.8	7.3	17.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	21	100	15	55	30	0	30
	4	38	97.4	45.5	33.3	9.1	12.1	21.2
	5	22	100	19	57.1	19	4.8	23.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	23	100	52.4	33.3	14.3	0	14.3
	4	41	100	32.4	48.6	10.8	8.1	18.9
	5	21	100	52.4	33.3	0	14.3	14.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	21	100	0	64.7	23.5	11.8	35.3
	4	38	97.4	30.3	45.5	12.1	12.1	24.2
	5	23	100	22.7	50	13.6	13.6	27.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	22	100	25	50	15	10	25
	4	41	100	21.6	37.8	24.3	16.2	40.5
	5	21	100	45	35	10	10	20
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample